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ABSTRACT

This study reports on a survey conducted during the Spring and Summer months of 1976 to determine the amount and kind of black and other ethnic studies programs offered in the state of Illinois. It was hypothesized that the majority of identifiable black studies courses were offered after grade six and, therefore, this study samples programs in grades seven through twelve. Questionnaires were developed and sent to 357 schools in 86 districts with 76% responding. The major objectives of the survey were: to determine if districts were following the state mandate in offering ethnic studies courses; to determine the number and kind of these courses; to ascertain whether the black studies curriculum had influenced the initiation of other ethnic studies programs; to construct a paradigm or ideal black studies model from the data collected from school districts. Results indicate a growing number of minority studies programs, with the largest proportion of school efforts devoted to black studies programs. The survey reports that a significant number of schools do not have minority studies programs and that at least a third of the students have no exposure to minority studies curricula during grades seven through twelve. There are significant areas of unmet need in new program development, in curricular assistance, in materials development, in teacher training, and in community participation. The ideal model created for the black studies program in the state of Illinois and composed of seven course modules, is included. (Author/AM)

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A SURVEY OF BLACK AND OTHER ETHNIC STUDIES PROGRAMS IN ILLINOIS SECONDARY SCHOOLS

A Report to the
STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Urban and Ethnic Section
State of Illinois
Joseph E. Cronin, State Superintendent of Education

Center for Minority Studies
Northern Illinois University
DeKalb, Illinois

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This report is the result of a survey conducted during the Spring and Summer months of 1976 to determine the amount and kind of Black and other ethnic studies programs offered in the state of Illinois. Since 1967, the public schools have been mandated to offer such programs prior to grade nine. It was hypothesized that the majority of identifiable Black Studies courses were offered after grade six and, therefore, the study samples grades seven through twelve. Questionnaires were developed and sent to 357 schools in 86 districts with 271 or 76 percent responding.

The survey derives its functional effectiveness and validity from the fact that no definitive study which sampled all of the different kinds of secondary schools in the state had been undertaken. From it rises not merely an understanding of curricular development in Black Studies, but an assessment of whether the schools are actually meeting the aforementioned mandate.

Because no ideal secondary Black Studies curricular model had been developed, a major objective of the study was the creation of a paradigm. The initial model was one where all of the important aspects of each of the programs were isolated and placed on a matrix. From the matrix the program components could be summarized from least to most effective. At that point a paradigm could be drawn from public school programs presently in operation.

Because of the scant material sent by school districts, a second paradigm was developed utilizing material from university Black Studies

programs, Black Studies programs from secondary schools in other states, library material, information from the U. S. government, and the ERIC Clearinghouse at Northern Illinois University.

Assisting in the completion of the report were prominent scholars, researchers, graduate students, and operational staff. Professor Jon D. Miller, Associate Dean of the Graduate School (Northern Illinois University) played a major role in the development of the survey design and the evaluation of the data. Professors Joseph Beaudry and Donn Hart of the Department of Sociology and the Center for Southeast Asian Studies, respectively (Northern Illinois University), attended meetings and offered advice on the construction of the questionnaire. Professors Christopher Reed and Otto Olsen of the Department of History (Northern Illinois University)critiqued and aided in the development of the second paradigm.

Minority Studies staff with special expertise who contributed several hours of hard work to all aspects of the study were Teshome Abebe, Lawrence Gatewood, and Robin Reed, graduate students, and Darryl Roberts, faculty assistant.

A special thank you is given to Professor Vesta A. Henderson Daniel of the University of Illinois at Urbana for her help in the evaluation design, the assessment of the data, and the construction of the art section of the paradigm.

As is the case with all research projects, the ultimate responsibility for readable reports rests with the operational staff. My deepest appreciation goes to the secretaries in the Graduate School, Ms. Caroline Wood, Ms. Peggy Inboden, Ms. Katherine Heyward, Ms. Lucy

Poschke, and Ms. Jane Hogan; to the editors in the Graduate School, Ms. Linda Schwarz and Ms. Kay VanMol; and to the secretary in the Center for Minority Studies, Ms. Deborah Cooley.

Finally, I am pleased to acknowledge the Illinois Office of Education which afforded us the opportunity to embark on such a study. I am grateful to Ms. LaVeta Johnson-Smith and Mr. Paul Gibson of the Urban and Ethnic Section for their cooperation and encouragement.

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INTRODUCTION

Many of the nation's universities and public schools were rudely awakened in the 1960's to demands by both educators and students that a Black Studies curriculum be incorporated in the regular academic offerings. The initial reaction by many leading educators was to question the moral responsibility involved in complying with public pressure for curriculum reform; worrying that they might be deserting their obligation to maintain high standards of excellence in curricular offerings by responding favorably to insistent protests from these groups. They seriously questioned the assertion that the experiences of Black people, in Africa and America, was a subject of sufficient amplitude and depth to justify general study and instruction on all grade levels.

Undoubtedly, much of the hesitancy with which educators met demands arose from a perfectly understandable ignorance of the African and African-American experience. Yet, the rhetoric of the reservation was phrased in intellectual terms--questions about academic responsibility and intellectual defensibility of Black issues and themes as a basis for instruction, rather than granting the possibility that there were things worth teaching of which most administrators were unaware.[1]

Resistance and opposition came from Black as well as white educators. Professor W. Arthur Lewis of Princeton University feared that separate Black programs sustained Black students' inability to compete with whites for power over their own destiny.[2]

Henry S. Commager, professor of history at Amherst College, reenforced this opposition by stating that Black Studies:

> ...might be of some use for white therapy, but... of little use for Blacks. What makes for more alienation makes things worse. Black Studies are not consistent with the academic enterprise, especially if such programs and faculty are chosen for color rather than competence.[3]

Professor Thomas Sowell in his book, Black Education: Myths and Tragedies, presents perhaps the most pervasive negative view held by academicians on Black Studies and Black Studies faculty:

> Many academics, of course do not receive their greatest satisfaction from scholarly research and publication, but from teaching. Here too, however, there are special handicaps for members of a black studies department.
>
> ...neither research nor teaching offers as much opportunity for fulfillment to a black studies faculty member as other faculty members. His options are (1) to be content with a lesser lot and a lesser status at a white institution, or (2) promote nonacademic activities, values, or movemnets.[4]

The most common criticism of Black Studies was that it was not a valid academic subject. Oddly, these objections often came from persons who were non-academics and had no real association with university or public school life.

Bayard Rustin, a civil rights activist, severely criticized administrators for "capitulating to the stupid demands of Negro students" and advised them to offer the students "the remedial training that they need" because they were ill-prepared for a college education.[5]

Carl T. Rowan, a newspaper columnist and radio commentator, stated that Black Studies was long overdue for whites, but that "any Black who majored in that study ought to have his head examined".

Whomever the critic, it seems rather inconsistent that Black Studies would not fit into the academic realm of a university or public school that had industrial arts and home economics as standard subjects. Industrial arts or "shop", as it is called in the secondary schools, is often looked upon as a non-discipline and is associated with non-college persons. In addition, it is a subject which many new Black high school and college students shy away from because their fathers or older brothers were so often forced into it in the past. Home economics, another field subject to academic prejudice, is one where many scholars assume that the single classroom activity is baking cookies, biscuits, and cakes.

Neither of these fields should be synopsized and rejected as being shallow and superficial because each has proven to be an area that is beneficial to the growth of society. Such is also the case with the field of Black Studies, for it can hardly be denied that the experiences of thirty million Black people are worthy of study.

Evidently several scholars have found the Black experience to be valuable and have confined their comments to the purpose and practice of this new discipline. William Katz gives the opinion of many present day white historians:

> Although the Negro has played a significant role in the history since the dawn of civilization, his contributions have been ignored by historians and his face rarely appeared in history texts.
>
> The distortion of the Negro's past has always had a purpose. The assertion that the Negro has no history worth mentioning is basic to the theory that he has no humanity worth defending. Deliberate misinformation has been used to justify slavery and discrimination.[7]

Katz's comments were corroborated by a study of the University of California at Berkeley which examined textbooks used in public schools. The report concluded that the common view shared by many writers of these books was one of Black inferiority and white superiority. One of these books, used widely by many school districts entitled, The Growth of the American Republic, was co-authored by Henry S. Commager, one of the aforementioned critics of Black Studies. The following is a passage from the book:

> As for Sambo, whose wrongs moved the abolitionists to wrath and tears there is some reason to believe that he suffered less than any other class in the South from its peculiar institution. The majority of the slaves were adequately fed, well cared for and apparently happy...Although brought to America by force, the incurably optimistic Negro soon became attached to the country and devoted to his white folks.[8]

Several views by Black educators and historians have been voiced which span a continuum from correcting distorted history to building ego identitiy and self-confidence.

Dr. Orlando Patterson believes there is a clear separation between white history and Black history and that the two should not even be taught in the same manner. White historians are incapable of researching and teaching an objective Black history, and as such will always be guilty of misrepresentation. Patterson argues that because of this, the responsibility of the Black historian demands that he speak not only to Black history, but Black pride as well.[9]

Louis R. Harlan opposes the emphasis on propaganda and image building with the assertion that such areas are not within the purview of an educator's responsibilities:

> I appeal to you to give compensatory emphasis to the role that Black people have played in the American past, but on the other hand, to avoid the new distortions which would come from a propagandistic use of history to promote Negro cultural nationalism and separatism. This is not to deny that an oversimplified "cherry tree" history may serve to promote Negro pride or white compassion, but such uses of history are better left to the public outside of the classroom door.[9]

Nathan Hare, the former editor of the Black Scholar, gives the opinion held by most scholars in the field:

> ...Two key functions of Black Studies are building ego-identity and ethnic confidence for the Black student...The Major motivation of Black Studies is to entice Black students (conditioned to exclusion) to greater involvement in the educational process. Black Studies is, above all, a pedagogical device.[10]

This theory is reenforced by public school educators and administrators who have seen the rise of this new discipline and have experienced its effects on public school students. Mark Shedd, former superintendent of the Philadelphia public schools, wrote in 1969:

> We well know that students who lack a clear sense of identity or who are confused about their heritage will probably not learn and are ill-equipped for the world of work. Thus, it may well be true that the study of Afro-American history might play a vital role in the development of a Black student.[11]

Carroll F. Johnson, former superintendent of the White Plains (New York) public schools, supports this view:

> The demand for more information about the Negro contribution to our history is a legitimate demand. It can hardly be questioned by any reasonable adult. Naturally, it would be better for the schools to lead, and who seems to follow--enlightened school leadership will ultimately channel the forces of social change into constructive paths.[12]

Through the efforts of Black students and intellectuals and the advocacy and endorsement of educators like Shedd and Johnson, the shortcoming of the stated criticisms has been recognized in many educational centers in the country and as a result some school systems have made attempts to establish Black and other ethnic studies programs. Even school systems with few minority students have established programs on the study of the experiences of minorities. San Mateo, California, with a minority population of less than ten per cent, began in 1968 to offer courses in Black Studies and has since developed courses in Japanese, Chinese and Chicano studies.[13] The Madison, Wisconsin schools, with a minority population of less than one per cent, established in 1969 an integrated history curriculum in grades 5, 8, 9 and 11. The system also developed an integrated social studies curriculum for K - 12.[14]

This move by school districts, along with the agitation of minority group leaders, prompted the federal government to foster ethnic studies legislation for ethnic heritage studies projects. In 1970, hearings were conducted before the General Subcommittee of the Committee on Education and Labor that would provide a program to improve the opportunity for students in elementary and secondary schools to study cultural heritages of the major ethnic groups of the nation. Congressman Roman Pucinski of Illinois was the sponsor of the Ethnic Heritage Studies Bill and made these statements before the committee:

> The nation's youth are engrossed in a restless, sometimes tumultuous and often threatening search for identity. Our young people want to know who they are, where they belong, how they can remain distinctive: special individuals amidst the pervasive pressure for conformity.

> This special proposal recognizes a two-fold purpose: first, that American youth should have the opportunity to study in depth about their ethnic backgrounds--about the rich traditions of their forefathers in the arts and humanities, languages and folklore, natural and social sciences--and the many ways in which these past generations have contributed to American life and culture.
>
> A second and equally vital purpose of the Bill is to create greater awareness and appreciation of our society through a broadly based study of the readily identifiable ethnic groups in our nation.[15]

Pucinski's comments suggested a cadre of curriculum goals that encompassed programs for all identifiable ethnics in America. It transcended the Black demands for more relevant courses and presented the Congress with a program that showed American education as a problem that was unique to many ethnics. Pucinski's efforts were followed by the passage of the Ethnic Heritage Studies Act which stated:

> All persons in the educaitonal institutions of the nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group.[16]

The purpose of the bill was: 1) to assist school districts to meet special problems incident to desegregation, and to the elimination, reduction or prevention of minority group isolation in elementary and secondary schools and 2) to provide financial assistance for the establishment and maintenance of stable, quality, integrated education in elementary and secondary schools and to assist school districts to overcome the adverse educational effects of minority group isolation.[17]

This shifted the obligation of curricular offerings back to the states and the states, in turn, to school districts. Many states established ethnic studies programs wherever there were large concentrations of minority students. The state legislatures realized that they

must do more to aid students to understand and appreciate Americans of every hue and nationality.

The school districts to be examined in this report are in the state of Illinois. Illinois has been in the forefront of ethnic studies education since before the Pucinski Bill. In 1967, the state legislature passed a law to cover all ethnic groups in the study of history and other social science subjects. That law reads:

> The teaching of history shall include a study of the role and contribution of American Negroes and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French, Scots, etc., in the history of this country and this State.[18]

The passage of this law by the state of Illinois is an endeavor to meet several of the needs of minority and non-minority students. Many programs are designed to provide both academic subjects and non-academic services so that Black and other ethnic studies not only satisfy rhetorical demands, but also aid the student in obtaining a quality education.

As a matter of procedure, the Illinois Office of Education conducts supervisory visits and requires the schools to submit annual reports outlining the steps they have taken to meet the various regulations. Obviously, the one thousand plus school districts could not all be visited and, therefore, no definitive study has been undertaken that would be applicable to all secondary schools mandated to offer programs. What was needed was an in-depth analysis to determine what, if any, ethnic studies programs were being offered, whether there were commonalities between the programs, what the training of teachers consisted of, whether a paradigm could be constructed from the available public school data and

other information pertinent to the delegated responsibilities of the Illinois schools. This report is the result of an extensive analysis of this information collected from public schools and other sources in the state.

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PROFILE OF MINORITY STUDIES PROGRAMS IN ILLINOIS

The 1976 Survey of Minority Studies Programs in Illinois provides the first comprehensive data base for a description and analysis of the number, scope, and needs of minority studies programs operating in grades seven through twelve in middle schools, junior high, and high schools in Illinois. This section of the report will describe the nature of the survey sample, the questionnaire, and the response rate. The estimation and projection procedures employed will also be explained.

Operating on the assumption that student attitudes are largely shaped in grades kindergarten through twelve, this survey analyzed the Black and other ethnic studies programs of a select sample of secondary schools in the state of Illinois. The primary aim was to collect and assess information in order to relate strengths and weaknesses and to propose new approaches and strategies in the maintenance of these programs.

The major objectives were: to determine if districts were following the state mandate in offering ethnic studies courses; to determine the amount and kind of these courses; to ascertain whether the Black Studies curriculum had influenced the initiation of other ethnic studies programs; and to construct a paradigm or ideal Black Studies model from the data collected from school districts.

Only secondary school district data was analyzed because the time and funding constraints were too great to do an in-depth study of all schools in the state. Moreover, it was speculated that the majority of identifiable Black Studies classes were being taught in grades seven through twelve.

The first step in the evaluation was to construct a questionnaire to be submitted to all school districts. The questionnaire was based on information drawn from existing programs and consisted of questions based on the

items below:

1. Number, initiation, and duration of programs
2. Courses or modules presently offered
3. Number of students - minority, non-minority
4. Number of instructors
5. Training of instructors
6. Program funding
7. Community Resources
8. Spin-off into other ethnic studies

The data accumulated was analyzed with special attention paid to previous and concurrent measures of growth in student interest and awareness. Similarities and differences among schools as related to goals, facilities, and acceptance were examined as well as the possible transferability to other ethnic programs.

To provide insights to teachers and administrators presently involved in or seeking to establish minority studies programs, each of the items in the questionnaire was scrutinized and its effect on such programs and courses evaluated.

The Survey Design

The survey was designed to provide a data base descriptive of the minority studies programs in middle, junior high, and high schools in the state. For sampling efficiency, the total universe of Illinois middle, junior high, and high schools was partitioned into three strata. It was assume that communities with a larger proportion of minority students would be more likely to have extensive minority studies programs than schools with few minority students; thus the universe of schools was first divided into those districts with 25 per cent or more minority students and those districts with fewer than 25 per cent minority students. In general, those districts with 25 per cent or more minority students tended to be urban and

a part of a major metropolitan area. In Illinois, most of these districts were in the Chicago, Rockford, East St. Louis, and Quad Cities metropolitan areas. The districts with fewer than 25 per cent minority students tended to be suburban and exurban and included most of the smaller towns and rural districts.

While the urban districts tended to have higher proportions of minority students, it was recognized that not all schools within an urban district would have a high proportion of minority students. To study the existence and nature of minority studies programs in schools with lower proportions of minority students that are within districts with higher proportions of minority students, the individual schools within the urban districts were partitioned into two groups reflecting whether or not the school had a minority enrollment of 25 per cent or more.

This stratification procedure resulted in three groups of schools which were designated as Group A, Group B, and Group C for nomenclature purposes only. The assignment of group labels does not imply any rank ordering of schools or any evaluational criteria. The three sampling strata may be summarized as:

GROUP A: Schools with 25 per cent or more minority students within districts with 25 per cent or more minority students.

GROUP B: Schools with fewer than 25 per cent minority students within districts with 25 per cent or more minority students.

GROUP C: Schools in districts with fewer than 25 per cent minority students.

Within each strata, a random sample of schools was selected. In view of the smaller numbers of urban schools, a higher proportion of those schools was selected for inclusion in the study while a similar number (but lower proportion) of suburban and non-urban schools were included. Since it is

the number of cases and not the proportion of the universe that is important in sampling, the differences in the proportions included are inconsequential (see Table 1).

Each school selected for inclusion in the study received a questionnaire asking for information about the existence of minority studies programs and modules, about the content of minority studies curricula, and about staffing and community participation. A copy of the questionnaire is included in Appendix A. A second questionnaire was mailed to non-respondents one month after the first mailing and telephone follow-up calls were made to encourage participation.

The tabular presentations in this report are projections from the sample responses to the total universe. Projections were made within strata and the statewide totals represent a summation of the three strata projections. The response rate for Groups A and C was satisfactory and a high degree of confidence can be placed in those projections. The combination of a small universe and a low response rate in Group B severely reduced the utility of those projections. While the Group B results are included in the state totals, their contribution to the total is small and any errors introduced from this source would be insignificant.

The Major Findings

The results of the 1976 Illinois Survey of Minority Studies Programs indicate a growing number of minority studies programs, with the largest proportion of the school efforts devoted to Black Studies programs. Yet, the survey reports that a significant number of Illinois schools do not have minority students programs and that at least a third of Illinois students would appear to have no exposure to minority studies curricula during grades seven through twelve (see Table 2).

TABLE 1

UNIVERSE, SAMPLE, AND RESPONSE RATE

	Universe	Sample	Respondents	Response Rate
A(D>25. >25)	197	163	119	73%
B(D>25, <25)	33	20	9	41%
C(D = <25)	1068	165	143	86%

TABLE 2

PERCENTAGE OF ILLINOIS SCHOOLS OFFERING MINORITY STUDIES PROGRAMS

All Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies	N
Seven	36%	26	13	18	16	777
Eight	39%	19	8	22	12	783
Nine	24%	19	10	11	12	666
Ten	39%	18	9	12	11	514
Eleven	52%	18	13	14	14	517
Twelve	59%	43	14	15	17	517

Group A Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies	N
Seven	48%	9	4	9	6	93
Eight	47%	10	6	10	6	99
Nine	35%	9	2	5	4	110
Ten	38%	6	2	4	6	97
Eleven	57%	8	2	6	6	100
Twelve	75%	22	8	6	10	100

Group B Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies	N
Seven	0%	0	0	0	0	11
Eight	0%	0	0	0	0	11
Nine	18%	0	0	18	0	22
Ten	18%	0	0	18	0	22
Eleven	82%	0	0	32	18	22
Twelve	68%	18	0	32	18	22

Group C Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies	N
Seven	35%	29	14	19	17	673
Eight	38%	21	8	24	13	673
Nine	22%	22	12	16	14	534
Ten	41%	22	11	14	14	395
Eleven	49%	22	16	16	16	395
Twelve	54%	27	16	16	19	395

Relatively few schools offer minority studies programs other than Black Studies. The survey data indicate that approximately 80 per cent of Illinois middle, junior high, and high school students are not exposed to any curricula in Latino Studies. And the proportion of students denied an opportunity to study the heritage of Native Americans, Asian Americans, and other ethnic groups is considerably higher (see Table 2).

In general, the initiation of minority studies programs was most vigorous about 1970, especially for Black Studies programs. The advent of most other minority studies programs appears to have been in the 1971-72 time period (see Table 3).

On the basis of the survey responses, approximately 630,000 Illinois middle, junior high, and high school students are participating in a minority studies program or module as a part of their regular school program (see Table 4). The overwhelming majority of these students are in suburban and non-urban schools. Surprisingly few non-minority students appear to be participating in minority studies programs, especially in urban areas.

In view of the meager number of minority studies programs other than Black Studies, the analysis of program and curricular content will focus exclusively on the Black Studies programs offered in Illinois schools. Generally, Black Studies programs are three weeks to one semester in length, with urban programs being longer than suburban and non-urban programs (see Table 5). The primary component of Black Studies programs appears to be Black history (see Tables 6A-6D). Relatively less emphasis is placed on Black music, art, and literature. Little attention is focused directly on the problems of prejudice, discrimination, and conflict.

TABLE 3

MODAL YEAR OF INITIATION FOR MINORITY STUDIES PROGRAMS

Group A Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	1970	1970	1971	1972	1970
Eight	1971	1970	1972	1972	1970
Nine	1970	1971	1972	1973	NR
Ten	1970	1971	1972	1972	1972
Eleven	1970	1971	1972	1970	1972
Twelve	1970	1970	1971	1970	1972

Group B Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	NR	NR	NR	NR	NR
Eight	NR	NR	NR	NR	NR
Nine	1975	NR	NR	NR	NR
Ten	1971	NR	NR	NR	NR
Eleven	1970	NR	NR	1965	1971
Twelve	1970	NR	NR	1965	1971

Group C Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	1970	1970	1971	1971	1972
Eight	1971	1973	1971	1970	1972
Nine	1968	1971	1973	1971	1973
Ten	1970	1973	1973	1973	1974
Eleven	1970	1973	1971	1973	1971
Twelve	1973	1971	1971	1974	1974

TABLE 4

NUMBER OF ILLINOIS STUDENTS SERVED BY MINORITY STUDIES PROGRAMS

All Schools

Grade	All Students	Black Students	Latino Students	Asian American Students	Native American Students	Non-Min. Students
Seven	190,130	53,242	33,205	28,849	38,784	36,050
Eight	147,108	48,728	24,418	15,353	30,376	28,233
Nine	75,090	24,057	14,409	11,075	13,940	11,609
Ten	59,377	15,056	9,634	8,864	15,051	10,782
Eleven	78,853	24,163	13,349	13,895	12,877	14,569
Twelve	79,326	26,992	12,462	11,165	12,692	16,016
All Grades	629,884	192,238	107,477	89,200	123,720	117,249

Group A Schools

Grade	All Students	Black Students	Latino Students	Asian American Students	Native American Students	Non-Min. Students
Seven	12,873	10,084	898	2	1,393	496
Eight	15,775	11,668	1,178	262	1,903	764
Nine	8,276	5,957	995	331	993	0
Ten	3,674	3,097	250	0	0	327
Eleven	6,529	5,739	213	0	162	415
Twelve	18,207	9,761	2,295	2,011	1,743	2,347
All Grades	65,334	46,306	5,829	2,606	6,194	4,399

Group B Schools

Grade	All Students	Black Students	Latino Students	Asian American Students	Native American Students	Non-Min. Students
Seven	0	0	0	0	0	0
Eight	0	0	0	0	0	0
Nine	385	275	0	0	110	0
Ten	551	275	92	0	184	0
Eleven	2,456	1,165	0	0	807	484
Twelve	2,391	752	0	0	953	686
All Grades	5,783	2,467	92	0	2,054	1,170

Group C Schools

Grade	All Students	Black Students	Latino Students	Asian American Students	Native American Students	Non-Min. Students
Seven	177,257	43,158	32,307	28,847	37,391	35,554
Eight	131,333	37,060	23,240	15,091	28,473	27,469
Nine	66,429	17,825	13,414	10,744	12,837	11,609
Ten	55,152	11,684	9,292	8,864	14,867	10,445
Eleven	69,868	17,259	13,136	13,895	11,908	13,670
Twelve	58,728	16,479	10,167	9,153	9,996	12,933
All Grades	558,767	143,465	101,556	86,594	115,472	111,680

TABLE 5

LENGTH OF BLACK STUDIES PROGRAMS

Grade	Less Than 3 Weeks	3 Weeks to One Semester	Longer Than One Semester	No Report
All Schools				
7	13	79	12	217
8	33	80	10	224
9	7	15	10	190
10	2	38	11	200
11	9	89	30	171
12	4	24	37	252
Group A Schools				
7	1	4	10	78
8	2	6	10	81
9	0	3	8	99
10	0	1	8	88
11	1	6	17	76
12	1	7	32	60
Group B Schools				
7	0	0	0	0
8	0	0	0	0
9	0	0	0	4
10	0	0	0	4
11	4	0	0	14
12	3	2	3	7
Group C Schools				
7	12	75	2	139
8	31	74	0	143
9	7	12	2	87
10	2	37	3	108
11	4	83	13	81
12	0	15	2	185

TABLE 6A

COURSES AND MODULES OFFERED IN BLACK STUDIES

Group A Schools

AREAS COVERED IN COURSES AND MODULES	GRADE 7	8	9	10	11	12
Black History	29%	36%	26%	22%	39%	57%
Black Literature	4	4	8	11	14	20
Black Art	7	4	8	8	12	17
Black Music	4	4	8	11	14	19
African Studies	4	4	5	5	11	13
Other Language Instruction	2	2	0	0	4	5
Prejudice and Discrimination	0	0	5	5	11	19
Special Program for Blacks in Technical Fields	0	0	0	3	5	5

MATERIALS USED IN COURSES OR MODULES	GRADE 7	8	9	10	11	12
Speical Reading Materials	33	34	28	22	33	53
Films and Filmstrips	9	11	10	14	23	25
Cultural Days and Festivals	7	9	10	11	18	21
Guest Speakers	4	6	10	14	23	28
N =	45	47	39	37	57	75

TABLE 6B

COURSES AND MODULES OFFERED IN BLACK STUDIES

Group B Schools

AREAS COVERED IN COURSES AND MODULES	GRADE 7	8	9	10	11	12
Black History	0%	0%	25%	25%	78%	73%
Black Literature	0	0	25	25	6	27
Black Art	0	0	0	0	6	27
Black Music	0	0	0	0	6	27
African Studies	0	0	0	25	50	47
Other Language Instruction	0	0	0	0	0	0
Prejudice and Discrimination	0	0	25	25	50	27
Special Program for Blacks in Technical Fields	0	0	0	0	0	27

MATERIALS USED IN COURSES OR MODULES	GRADE 7	8	9	10	11	12
Special Reading Materials	0	0	25	25	78	47
Films and Filmstrips	0	0	25	25	78	47
Cultural Days and Festivals	0	0	25	25	50	47
Guest Speakers	0	0	25	25	50	47
N =	0	0	4	4	18	15

TABLE 6C

COURSES AND MODULES OFFERED IN BLACK STUDIES

Group C Schools

AREAS COVERED IN COURSES AND MODULES	GRADE 7	8	9	10	11	12
Black History	37%	41%	12%	22%	32%	31%
Black Literature	19	18	11	11	30	40
Black Art	16	12	12	10	8	7
Black Music	18	19	11	81	7	5
African Studies	19	4	11	14	16	14
Other Language Instruction	2	4	1	1	3	3
Prejudice and Discrimination	23	19	18	12	12	12
Special Program for Blacks in Technical Fields	3	4	1	1	1	1

MATERIALS USED IN COURSES OR MODULES	GRADE 7	8	9	10	11	12
Special Reading Materials	43	38	21	23	31	34
Films and Filmstrips	43	39	19	26	34	37
Cultural Days and Festivals	16	8	9	16	20	20
Guest Speakers	27	24	19	30	30	30
N =	235	256	117	160	192	214

TABLE 6D

COURSES AND MODULES OFFERED IN BLACK STUDIES

All Schools

AREAS COVERED IN COURSES AND MODULES	GRADE 7	8	9	10	11	12
Black History	24%	25%	27%	70%	56%	53%
Black Literature	8	7	28	19	19	29
Black Art	8	5	13	9	10	17
Black Music	8	8	12	46	10	20
African Studies	8	3	10	22	29	21
Other Language Instruction	1	2	1	1	3	3
Prejudice and Discrimination	8	6	30	21	27	16
Special Program for Blacks in Technical Fields	1	2	1	2	2	11

MATERIALS USED IN COURSES OR MODULES	GRADE 7	8	9	10	11	12
Special Reading Materials	27	24	46	35	53	31
Films and Filmstrips	19	17	34	33	51	36
Cultural Days and Festivals	8	6	28	21	33	23
Guest Speakers	11	10	34	35	39	35
N =	280	303	160	198	267	304

The survey responses indicate that there are substantial numbers of middle, junior high, and high school faculty who are responsible for one or more minority studies modules (see Table 7). At the same time, many schools indicate a need for increased training opportunities, with 43 per cent of the Group A schools reporting this need. While the number of trained faculty in minority studies is unquestionably higher in 1976 than it would have been a few years ago, these results suggest that a significant number of middle, junior high, and high school faculty responsible for minority studies instruction need more opportunities for advanced study.

The survey results suggest that community persons are used as a supplement to instruction in a higher proportion of non-urban schools than in urban schools (see Table 9). While this is surprising in terms of the probable availability of minority persons in non-urban areas, it can best be understood by looking at the number of programs and faculty in each of the three strata. The urban schools have more programs and more regular faculty with special training, while the non-urban schools have slightly fewer programs and substantially fewer faculty per program. Thus, it would appear that community people are used most often when the schools cannot provide the resources from within their faculty.

The survey also inquired about the use of community persons in an advisory committee role and found that independent advisory committees that included community persons are more widely used in non-urban districts than in urban schools (see Table 9). While this pattern may reflect in part the need of non-urban schools to recruit community persons for program participation and instruction, the literature concerning urban school bureaucracies would suggest that advisory committees are generally less welcome or effective in that context.

TABLE 7

NUMBER OF FACULTY IN ILLINOIS MINORITY STUDIES PROGRAMS

All Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	928	631	328	463	450
Eight	934	439	295	765	420
Nine	516	529	307	394	362
Ten	521	377	292	382	294
Eleven	681	394	346	448	331
Twelve	741	438	354	373	379

Group A Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	95	12	18	14	12
Eight	122	12	28	28	14
Nine	95	26	8	6	10
Ten	100	14	4	4	6
Eleven	140	16	4	6	6
Twelve	171	28	12	6	12

Group B Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	0	0	0	0	0
Eight	0	0	0	0	0
Nine	4	4	0	4	0
Ten	4	0	0	4	0
Eleven	18	4	0	4	15
Twelve	15	4	0	4	15

Group C Schools

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven	833	619	310	449	438
Eight	812	427	267	737	406
Nine	417	459	299	384	352
Ten	417	363	288	374	288
Eleven	523	374	342	438	310
Twelve	555	406	342	363	352

TABLE 8

NUMBER AND PERCENTAGE OF ILLINOIS SCHOOLS
REPORTING SPECIAL FACULTY TRAINING AND TRAINING NEEDS

	Have Trained Faculty		Need More Faculty Training	
	N	%	N	%
All Schools	590	45	436	34
Group A Schools	111	56	85	43
Group B Schools	15	45	7	21
Group C Schools	464	43	344	32

TABLE 9

COMMUNITY PARTICIPATION IN MINORITY STUDIES PROGRAMS

	Community Persons As Faculty		Community Advisory Committees	
	N	%	N	%
All Schools	518	40	171	13
Group A Schools	43	22	17	8
Group B Schools	11	33	4	11
Group C Schools	464	43	150	14

These data indicate that approximately half of the minority studies programs in Illinois schools have been initiated without any external financial assistance (see Table 10). Relatively few schools have been able to secure federal grants for the development or operation of minority studies programs, with state awards being the major source of external support.

Finally, few schools report that the existence of one minority studies program has had any "spin-off" effect on the development of subsequent programs (see Table 11).

Summary

The 1976 Illinois Survey of Minority Studies Programs indicates a growing number of minority studies programs in both urban and non-urban areas, but there are significant areas of unmet need in new program development, in curricular assistance, in materials development, in teacher training, and in community participation. Illinois schools have made an ambitious beginning, but the road ahead is considerably longer than the distance already traveled.

TABLE 10

NUMBER AND PERCENTAGE OF SCHOOLS REPORTING
EXTERNAL FINANCIAL ASSISTANCE FOR MINORITY STUDIES

	Federal Assistance		State Assistance		Private Assistance		No External Assistance	
	N	%	N	%	N	%	N	%
All Schools	59	5	162	12	7	1	603	46
Group A Schools	7	3	12	6	0	0	114	58
Group B Schools	0	0	0	0	0	0	33	100
Group C Schools	52	5	150	14	7	1	456	43

TABLE 11

NUMBER AND PERCENTAGE OF SCHOOLS REPORTING A SPIN-OFF EFFECT FROM THE FIRST MINORITY STUDIES PROGRAM

	N	%
All Schools	57	4
Group A Schools	23	12
Group B Schools	4	11
Group C Schools	30	3

RECOMMENDATIONS

This investigation studied the amount and type of Black and other ethnic studies programs in the state of Illinois. The results suggest that while many schools offer some instruction in these areas, a significant number do not, thus denoting some disregard for the Illinois School Code. Concomitantly, the relative differences in geographical location, racial make-up, and population of the schools show inconsistencies in the kinds of programs and courses offered. What follows, then, are recommendations based on all of the findings which provide insight on ways to create a balanced state-wide ethnic studies program.

1. There is a need to expand the number of minority studies programs. A significant number of Illinois students presently attend schools without an organized minority studies program. The majority of existing minority studies programs focus on Black Studies and the need for new programs in other minority studies areas is almost as great.

Recommendation: The Illinois Office of Education should provide a program of technical assistance to local education agencies in the initiation and organization of minority studies curricula.

2. The curricular coverage of existing minority studies programs is spotty at best and numerous areas of importance are infrequently covered.

Recommendation: The Illinois Office of Education should initiate a series of Minority Studies Teacher Institutes throughout Illinois.

These Institutes should offer one, two, or three day intensive training experiences in the organization and delivery of minority studies modules.

Recommendation: The Illinois Office of Education should sponsor a university-based Minority Studies Curriculum Development Center to develop new packages of materials (print and audio-visual) for distribution to Illinois schools.

3. In existing programs, many faculty do not have any formal training for teaching minority studies curricula. A significant number of schools indicated a need for increased teacher training opportunities.

Recommendation: The Illinois Office of Education should sponsor a number of summer faculty workshops (one to three weeks) on university campuses throughout the state and should provide program support and participant stipends.

4. As the financial pressures on local education agencies continue to grow, it is important that minority studies programs not be victims of budget reductions.

Recommendation: To measure the scope and availability of minority studies in Illinois schools, an annual survey should be conducted to update and expand the information base produced in the study reported above. Future survey efforts should allow adequate time and resources for site visits to a sample of schools for more in-depth information.

5. The present study analyzed schools in grades seven through twelve because it was hypothesized that more of the Illinois ethnic

studies programs were in these grades. Nevertheless, the Illinois School Code calls for ethnic instruction prior to grade nine.

Recommendation: To complete the study, a survey should be conducted to determine what is being done in grades K - 6.

6. As stated, there was limited use of community resources in either of the three district categories. This minimal participation has seemingly made for community apathy as to the scope and direction of ethnic studies programs.

Recommendation: To ensure the continued vitality of the programs, state guidelines should be established for community participation and interaction with staff and students presently involved in such programs.

7. With the upper grades being the source of greater racial hostility, more instruction is needed which is directed toward attitude change between divergent groups. This is obviously seen in several school districts around the state.

Recommendation: Districts undergoing desegregation should take advantage of the findings and prepare to implement an ethnic studies program.

PARADIGM CONSTRUCTION

ILLINOIS SCHOOL PARADIGM ASSESSMENT

Because an a priori standard of excellence in secondary Black Studies programs is yet unavailable, one objective of the survey was to isolate a paradigm. That is, the most effective aspects of all curricular sent in by schools would be accumulated to form an exemplar curriculum. A matrix containing a list of each program studied and the desired curriculum elements from the model curriculum would then be formulated. It would then be possible to summarize the major characteristics of each Black Studies program and to rank order them from most to least comprehensive.

To construct this paradigm, the schools and school districts were asked to submit curriculum guides, course outlines and other appropriate information with the questionnaires. To ensure a significant return, they were told the information would be treated in summary fashion with individual responses kept confidential.

The resulting return was negligible with only eleven schools submitting materials. After further telephone follow-ups and visits to districts, it was speculated that most school districts had moved to set up programs on the basis of a policy statement from a superior, but few schools had created concrete guidelines and curriculum guides.

What follows, therefore, is not a paradigm, but an assessment of the materials returned. The project staff could and would not say that said materials are indicative of an Illinois secondary school paradigm.

According to the data, the primary purpose in teaching Black Studies is to modify American history by presenting a more positive version of the role of Black people in the making of America. Unfortunately, this attempt to provide a halo effect is based on the assumption that merely an awareness of the Black contribution to this country will change attitudes that have been nurtured by years of Blacks being excluded from the history. The schools, evidently, did not consider the fact that increased knowledge about Blacks in America may not necessarily change attitudes about Blacks. Pedagogically, one cannot assume that knowledge will change attitudes unless information about a particular subject is taught and presented so that the direct results will be attitude change.

On further inspection of the returned curriculum guides, there was some disparity as to the definition of Black Studies. Titles of programs included Black Studies, ethnic studies, interethnic studies, human relations, race relations, and cultural studies. Titles of courses under these headings included sociology, international relations, Black history (or some variation of that title), the non-western world, and United States history--enriched.

Obviously, the term could have as many meanings as there are courses. Black Studies seems to be envisaged as the curriculum for courses that have no particular academic home. In most of the materials, Black Studies was seen as the area to: 1) discuss the improvement of intergroup relations; 2) discuss the problem of racism; 3) create compensatory programs to raise the achievement levels of minoritities; 4) develop positive self-images for Black students and positive attitudes in whites toward Blacks;

5) help minority group members to develop pride in their own heritage; and 6) aid all students in gaining a better knowledge of the Black experience. There seems to be pervasive agreement as to the worth of these topics, but the development of instructional activities to achieve specific objectives was often missing.

Dissatisfied with the mail return, the project staff visited some schools prior to and just after the Spring closings. It was found in talking to some teachers that, of the guides that were developed, many were not in use. Other teachers complained that although they used the guides, they weren't very helpful with certain kinds of subjects and teaching techniques. In addition, very often what the teachers and students defined as Black Studies was not synonymous with what school officials defined as Black Studies.

This analysis points to the need for a pervasive definition of the field and the clarification of purposes of curricular offerings. Much of the solution seems to be in teacher-pupil suggestions that were not assessed prior to the establishment of the programs. Evaluation of curricular reform and the measuring of the impact of the effectiveness of the guides should be discussed with alternatives so that an erroneous impression of Black Studies is not looked upon as a panacea.

An Ideal Model Developed by the Project Staff

With the scant information submitted by school districts, it was necessary to construct a paradigm that saw the Illinois secondary materials in a broader context. An ideal model was therefore constructed with the aid of the ERIC Research Center located on the Northern Illinois University campus, materials for university Black Studies programs,

materials from secondary school districts in other states, information from the United States government, and information from university and public libraries. A copy of the paradigm is attached in Appendix B.

The proposed paradigm consists of seven course modules which include:

Afro-American History
Afro-American Literature
African and Afro-American Arts
Afro-American Music
The Sociology of Afro-American Life
Black Political Thought in the United States
The Economics of Black America

On the basis of the survey research, these areas typify a balanced educational conglomeration of the humanities and social sciences which provide the foundation subjects of most Black Studies programs. Optimally the courses should be offered in a sequence representing one complete year-long package. However, research in this area to date has seen the predominance of history and literature courses and, given this circumstance, there exists greater resources in these areas. Because of this, the modules differ in content, quantity, and scope.

The construction of a paradigm for the state of Illinois is accompanied by three conditions. The first is the length of time a course or series of courses can be offered which, in this case, is thirty-five to forty weeks. The second focuses on the academic requirements for graduation which, after eighth grade, excludes Black Studies. And the third is the insufficient number of trained specialists in the field of Black Studies.

Program Length

A limited time period in which to operationalize a Black Studies program is summarily based on the fact that Black Studies is an area

studies, not a discipline. Accumulated knowledge in this area is too vast to be codified into one academic discipline. Therefore, the inter-disciplinary responsibility of this area studies is to take students through a wide range of courses in order to enhance their knowledge of the Black experience while simultaneously preparing them to cope with the practical realities endemic in their quest for a post secondary education and/or career.

As previously stated, a set of course modules should be offered in a sequence of five to six weeks per module. In this way, the student receives the benefit of seven disciplines in one year, as opposed to perhaps three and one-half years.

Quite often school districts have limited funds and a limited number of teachers with the proper training, and, therefore, make every attempt to incorporate the Black experience into established curricula. While the project staff cautions against this break in the year-long sequence, each of the modules is designed so that it can be taught as a single subject or can be integrated into a standard secondary course.

Academic Requirements

As noted in the introduction, Illinois schools are required to offer instruction in Black and other ethnic studies prior to the high school years. Our research shows that many schools are offering several courses in the seventh and eighth grades and again in the eleventh and twelfth grades. Operating on the assumption that state requirements in the latter years are a priority, Black Studies is relegated to a secondary position and is characterized as an elective. This means that these courses will

be few in number and in many cases will be offered prior to the beginning or at the end of the school day.

As an alternative, one suggestion is to extend the state mandate to include the high schools. While attitude change in young children certainly should take precedence in the teaching of the Black experience, the same holds true for older students, for the high schools today typify the greatest area of racial hostility.

In addition, the field of Black Studies is fast becoming all encompassing and includes technical areas such as economics and business. Economics is one of the subjects included in the accompanying course outlines. This developing sophistication limits the number and kinds of courses that can be offered to pre-high school students.

Teacher Training

The survey data shows that less than fifty percent of the teachers teaching Black Studies in the state are adequately trained to do so. This means that many instructors in this area are not prepared professionally and perhaps personally for such service. This may also mean that many possess biases toward minorities and know little about how to go about redressing injustices or teaching from a minority perspective. Consequently, a teacher could do great harm by reenforcing racism, being himself guilty of omission and insensitivity.

To combat this lack of experience many school systems stress the need for in-service training for teachers. The training is important not only for teaching skills and the resulting knowledge about the Black experience, but also the development of positive teacher attitudes. This is the sug-

gestion of the survey staff, with in-service programs being included as a priority item for preparing teachers. This requires that administrators at all levels in the state must themselves be committed to the concept.

Four other elements endemic to the construction of a paradigm are team teaching, class size, funding, and the creation of behavioral objectives.

Team Teaching

Team teaching has been selected as the optimum procedure for handling the various subjects in the classroom. Team teaching is defined as a formalized pattern of organization inclusive of a set of instructors who plan and teach curriculum and evaluate students collectively. It is designed to create effectiveness and continuity between instructors with the potentiality for the development of qualitative changes in curriculum and teaching methods. Team teaching is a response to the contention that an area studies taught by teachers in isolation limits interaction and creativity.

Perhaps the most valuable aspect of team teaching is that it provides a base to plan curriculum and general programmatic activities. Oftentimes, instructors are overwhelmed by a series of classes or extra activities and, as a consequence, proper course planning is not possible. Team teaching could help to eradicate this problem because teachers could be allowed to take advantage of specialized skills with workloads being divided according to capabilities.

The survey structure for this kind of teaching involves seven instructional roles in the areas of history, literature, art, music, sociology,

political science, and economics. The courses are taught as a year long unit with appropriate communication from one teacher to another on commonalities and differences and the resulting interchange of student behavioral objectives.

Class Size

In the context of any academic program, class size remains a very important component. The recommendation of the survey staff is that each module contain no more than thirty students. With class size this small, student attitudes and perceptions are more apt to be positive. This is obviously so because data shows that small classrooms offer less tension than oversized classrooms. Small classes also offer more opportunity for individualized instruction. Concomitantly, teacher attitudes are more likely to be positive. Teachers would have the opportunity to explore a wider range of instructional strategies which in turn produce more ways of learning. Given this situation, teachers and students have the potential to engage in more creative and divergent thinking, thus allowing for the development of positive relationships independent of the stereotypic teacher and student roles.

Funding

While the majority of schools surveyed said that few outside funds were used in support of their programs, some schools pointed to short-term state and federal funds. Even with the traditional funding patterns, some teachers noted that these funds were often used at the discretion of a superior.

Black Studies must have a sound financial base of support to survive. This provides greater legitimacy of program objectives and greater assurance of program longevity. Black Studies must not be an add-on, but an integral part of the pedagogical components of any school curriculum. While many districts claim a devout commitment to the essence of Black Studies, a test of that commitment is the extent to which adequate funding is applied to it. Further, the state has a responsibility for the maintenance and operation of the programs. If the state doesn't assume this responsibility, it denies students a valuable educational experience. Suffice it to say, all quality education must include Black Studies.

Behavioral Objectives

The behavioral objectives for the paradigm were developed in an attempt to subject students to a particular emphasis on the attainment and refinement of basic educational skills. It is the contention of the survey staff that the greater emphasis placed on the development of skills, the greater potential Black Studies programs have for producing students of excellence. Hence, the behavioral objectives are pervasive throughout the modules and are to be repeated continuously throughout the school year.

APPENDIX A

1976 SURVEY OF BLACK AND OTHER ETHNIC STUDIES PROGRAMS

May 18, 1976

Dear Superintendent:

Enclosed is a questionnaire sent to all of the secondary and middle schools with some minority population in your district. The Illinois Office of Education has contracted the Center for Minority Studies at Northern Illinois University to determine the present need and scope of such programs in the state. The survey will compare student participation, curricular offerings, faculty training, and other pertinent information from a select sample of schools.

Because of the importance of this type of study, your cooperation and the cooperation of your staff is requested to ensure a valid interpretation.

The results of this survey will be reported in summary tabulation form and all individual school and district responses will be treated confidentially. If you would like to receive a copy of the final report, please check the box below and we will forward a copy of the report to you in September, 1976.

If you have any questions about the questionnaire or the survey, you may call 815-753-1709 at your convenience.

Thank you for your assistance on this project.

Sincerely yours,

Philip T. K. Daniel

Philip T. K. Daniel
Director, Minority Studies
Northern Illinois University

TKD/dc
enclosure

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☐ Please send me a copy of your final report.

1976 SURVEY OF BLACK AND OTHER ETHNIC STUDIES PROGRAMS

May 19, 1976

Dear Principal:

The Illinois Office of Education has contracted with the Minority Studies Center at Northern Illinois University to conduct a state-wide study of Black and other ethnic studies programs currently offered in public schools in the state. Your school has been selected as a part of a state-wide probability sample and we wish to ask your cooperation to complete the attached questionnaire. As you know, a probability sample is only valid to the extent that the overwhelming majority of the sample schools participate and we wish to emphasize that the success of this study depends on your assistance, regardless of whether or not you have a Black or other ethnic studies program at the present time.

The questionnaire that follows has been designed to allow you to complete most of the items with a simple check (✓). The survey covers grades seven through twelve, but you should complete only those lines that apply to the grades offered in your school. A few items ask for numbers (i.e., enrollment) and you should report your best estimate of the numbers for the 1975-76 school year.

If you have any questions about the instructions for any item, you may call 815/753-1709 collect during normal business hours. An addressed, postage-paid return envelope is enclosed for your convenience. The results of this survey will be reported in summary tabulation form and all individual school responses will be treated confidentially.

If you would like to receive a copy of the final report, please check the box below and we will forward a copy of the report to you in September, 1976.

Thank you for your kind assistance on this project.

Sincerely,

Philip T. K. Daniel

Philip T. K. Daniel
Director
Minority Studies Center
Northern Illinois University

☐ Please send me a copy of your Final Report

YOUR SCHOOL AND STUDENTS

1. What grades are offered in your school? (check all that apply)

seven . . . . . ☐
eight . . . . . ☐
nine . . . . . ☐
ten . . . . . ☐
eleven. . . . . ☐
twelve. . . . . ☐

2. What is the total enrollment of your school by grade and by the federally defined minority categories? (Please complete the lines of the following tables that apply to your school)

Grade	All Students	Black Students	Latino Students	Asian American Students	Native American Students	Non-Minority Students
Seven						
Eight						
Nine						
Ten						
Eleven						
Twelve						
All Grades						

3. Does your school offer any courses or modules in Black Studies or other Ethnic studies?

(Please check the boxes that apply for each grade and for each type of program. For purposes of this question, define a course to be a unit of instruction that continues through a term and define a module to be a distinct unit of instruction that is generally characterized by syllabus.)

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies	No Black or Ethnic Studies
Seven						
Eight						
Nine						
Ten						
Eleven						
Twelve						

If your school does not have any courses or modules in Black Studies or other ethnic studies, you have completed the questionnaire.

4. For each of the program(s) reported above, please indicate the year(s) in which your school first offered instruction in this area.

	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven					
Eight					
Nine					
Ten					
Eleven					
Twelve					

5. Please indicate the number of students served by grade and type of program.

(Please report the total number of students served during the 1975-76 school year without regard to the duration of the experience.)

Grade	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven					
Eight					
Nine					
Ten					
Eleven					
Twelve					

6. Please indicate the typical length of a course or module in Black Studies or another ethnic studies program?

(Please check one box for each grade in which you indicated a program in the table above. If you have multiple programs in a grade, please indicate the length of each by using the following initials instead of checks: Black Studies/BS; Latino Studies/LS; Asian American Studies/AAS: Native American Studies/NAS; other ethnic studies/OES.)

Grade	Less than 3 weeks	3 weeks to one Semester	Longer than Semester
Seven			
Eight			
Nine			
Ten			
Eleven			
Twelve			

7. In terms of the curricular content of the programs described above, please indicate on the following pages the material normally covered by checking the appropriate items for each type of program currently in operation in your school.

7a. Complete this page only if your school presently offers a course or module in Black studies

AREAS COVERED IN COURSES AND MODULES	GRADE					
	7	8	9	10	11	12
Black History						
Black Literature						
Black Art						
Black Music						
African Studies						
Other Language Instruction						
Prejudice and Discrimination						
Special Program for Blacks in Technical Fields						
MATERIALS USED IN COURSES OR MODULES	GRADE					
	7	8	9	10	11	12
Special Reading Materials						
Films and Filmstrips						
Cultural Days and Festivals						
Guest Speakers						

7b. Complete this page only if your school presently offers a course or module in Latino studies

AREAS COVERED IN COURSES AND MODULES	GRADE					
	7	8	9	10	11	12
Latino History						
Latino Literature						
Latino Art						
Latino Music						
Other Language Instruction						
Prejudice and Discrimination						
Special program for Latinos in Technical Fields						

MATERIALS USED IN COURSES OR MODULES	GRADE					
	7	8	9	10	11	12
Special Reading Materials						
Films and Filmstrips						
Cultural Days and Festivals						
Guest Speakers						

7c. Complete this page only if your school presently offers a course or module in Asian American studies

AREAS COVERED IN COURSES AND MODULES	GRADE					
	7	8	9	10	11	12
Asian American History						
Asian American Literature						
Asian American Art						
Asian American Music						
Other Language Instruction						
Prejudice and Discrimination						
Special Program for Asian Americans in Technical Fields						

MATERIALS USED IN COURSES OR MODULES	GRADE					
	7	8	9	10	11	12
Special Reading Materials						
Films and Filmstrips						
Cultural Days and Festivals						
Guest Speakers						

7d. Complete this page only if your school presently offerse a course or module in Native American studies

AREAS COVERED IN COURSES AND MODULES	GRADE					
	7	8	9	10	11	12
Native American History						
Native American Literature						
Native American Art						
Native American Music						
Other Language Instruction						
Prejudice and Discrimination						
Speical Program for Native Americans in Technical Fields						

MATERIALS USED IN COURSES OR MODULES	GRADE					
	7	8	9	10	11	12
Special Reading Materials						
Films and Filmstrips						
Cultural Days and Festivals						
Guest Speakers						

7e. Complete this page only if your school presently Offers a course or module in Other Ethnic studies

AREAS COVERED IN COURSES AND MODULES	GRADE					
	7	8	9	10	11	12
Other Ethnic History						
Other Ethnic Literature						
Other Ethnic Art						
Other Ethnic Music						
Other Language Instruction						
Prejudice and Discrimination						
Special Program for Other Ethnics in Technical Fields						

MATERIALS USED IN COURSES OR MODULES	GRADE					
	7	8	9	10	11	12
Special Reading Materials						
Films and Filmstrips						
Cultural Days and Festivals						
Guest Speakers						

YOUR FACULTY AND COMMUNITY

8. Please indicate the number of faculty providing instruction in each of the grades and program types reported above.

Grades	Black Studies	Latino Studies	Asian American Studies	Native American Studies	Other Ethnic Studies
Seven					
Eight					
Nine					
Ten					
Eleven					
Twelve					

9. Have any of the faculty reported in the table above received special training in Black Studies or other ethnic studies programming?

Yes . . . . . ☐

No . . . . . ☐

10. Do you feel that there is a need for increased training opportunities for faculty working in Black Studies or other ethnic studies areas?

No . . . . . ☐

Yes . . . . . ☐

11. Do any of the programs reported above utilize community persons for instructional purposes?

Yes . . . . . ☐

No . . . . . ☐

12. Have any of the programs reported above received grant funds from sources other than your local school district budget during the last year? (Please check all applicable boxes)

Federal grant funds . . . . . ☐

State grant funds . . . . . ☐

Foundation or other private grant funds . . . . . ☐

No external grant funds . . . . . ☐

13. Does your school have separate advisory committees (including community members) for any of the programs indicated above?

Yes ☐

No ☐

14. If you have more than one type of program currently active in your school, did the first program have a spin-off effect in generating other ethnic studies programs in your school, or were each of the programs relatively self-generating?

spin-off effect . . . . . ☐

self-generating . . . . . ☐

only one type of program in my school . . . ☐

Thank you for your cooperation in completing this questionnaire. To assist us in better understanding the programs in your district, we would be most grateful if you would include copies of course or module syllabi or other materials relating to programs in Black Studies or other ethnic studies currently active in your school.

Name of Person Preparing Questionnaire: _____

Telephone Number: _____

School _____ City & State _____

APPENDIX B

AFRO-AMERICAN HISTORY

General Objectives:

1. To develop an understanding and appreciation of the historical background of Afro-Americans

2. To provide students with valuable references which will create further interest in this area

3. To help each student develop a conceptual basis for understanding and attacking the persistent problems resulting from racism

4. To help students develop the skill to differentiate between factual knowledge and myth

5. To provide a framework for students of diverse backgrounds to communicate with each other

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

ben-Jochannan, Yosef, Africa Mother of Western Civilization, New York: Alkebu-lan Books Associates, 1971

Bennett, Lerone, Before the Mayflower, Chicago: Johnson Publishing Co., 1964

Franklin, John Hope, From Slavery to Freedom, New York: Alfred A. Knopf, Inc., 1968

Jackson, G. John, Introduction to African Civilization, New York: University Books, 1970

Suggested Course Topics:

I. Africa and Its Historical Background

A. Africa and the Origin of Man

B. Ethiopia and the Origin of Civilization

C. Egypt and the Evolution of Civilization

D. Africa's Early Relations with Europe

E. The Golden Age of West Africa

F. Africa and the Discovery of America

G. The Destruction of African Culture

II. Afro-Americans in the Americas

A. Tradition of Slavery in Other Civilizations

B. Influence of European Conditions on the Development of the African Slave Trade

C. Role of African Conditions in the Slave Trade

D. Transportation of Afro-Americans to America

E. The Nature of Slavery

III. Afro-Americans in the English Colonies

A. Indentured Servants as a Class

B. The Dispersion of Slavery in the English Colonies in the 17th Century

C. Social Patterns of Slavery

D. Social Patterns of Slave Opposition

E. The Reaction of Dominant Societal Members Towards Slave Opposition

IV. The Effects of Slavery on the American Economic and Political System

A. Economic Development

1. The Relationship of the Slave Trade

2. Industrialization of the North and South

3. Tariffs and Immigration

B. Political Developments

1. The War of 1812

2. The Missouri Compromise

3. Jacksonian Democracy

4. Annexation of Texas

V. The Peculiar Institution

A. The Scope and Extent of Slavery Throughout the U.S.

B. Conditions of Slavery

C. Relationship of Slaves to Plantation Owners and Other Workers

D. The Black Codes

E. The Role of Religion: Christianity

F. Distinguished Afro-Americans, 1795-1865

VI. Organized Movements Against Slavery

A. The Church and Religious Groups

B. Colonization Societies and General Organizations

C. The Abolitionist Movement

D. The Underground Railroad

E. Political Trends Towards Slavery

VII. The Civil War and the Afro-American Experience

A. Social and Economic Events Leading to Civil War

B. Afro-American Involvement in the Civil War

C. Afro-Americans and the Confederacy

D. Federal Policies Regarding Emancipation

E. Lincoln and the Afro-American Experience During and in the Aftermath of the Civil War

F. The General Strike or Exodus of Afro-Americans to Urban Centers

VIII. Reconstruction

A. Racism and Containment: White Vigilante Groups

B. The Effects of Disenfranchisement on Afro-Americans

C. The Tilden-Hayes Compromise

D. The Freedmen's Bureau

IX. World War I and Its Aftermath

A. Afro-American Involvement

B. Afro-American Attitudes

C. Economic Elements

D. Political Elements

E. Social Elements

X. The Harlem Renaissance

A. Music

B. Politics

C. Literature

XI. Afro-Americans and the Depression

A. General Economic Plight of Afro-Americans

B. The Reaction of Afro-Americans

C. The Relation of Hoover's Economic Combative Policies to Afro-Americans

XII. Afro-Americans and the New Deal

A. Roosevelt's Administration and Its Relation to Afro-Americans

B. Urban Conditions of Afro-American Life

C. Afro-American Reactions to Urban Employment

XIII. Afro-Americans' Role in World War II

A. Training of Afro-American Soldiers

B. Support of Military Forces by Afro-Americans

C. Economic and Political Opportunities after the War

XIV. The Civil Rights Movement

A. Federal Legislation in Education

B. Federal Legislation in Public Accommodations

C. The Struggle for Political Rights

D. Obstruction, Implementation of Civil Rights Measures

XV. The Study of Significant Afro-American Personalities and Movements and the Struggle for Civil and Human Rights

A. Martin Delaney

B. Booker T. Washington

C. W. E. B. DuBois

D. Marcus Garvey

E. Elijah Muhammad

F. Martin Luther King, Jr.

G. Malcolm X

BIBLIOGRAPHY

Aptheker, Herbert, The Negro in the Civil War, New York: International Publishers, 1938

Bennett, Lerone, Before the Mayflower: A History of the Negro in America, 1619-1966, Chicago: Johnson Publishing Company, Inc., 1966

Botkin, Benjamin A., Lay My Burden Down: A Folk History of American Slavery, Chicago: The University of Chicago Press, 1945

Clayton, Horace R. and Mitchell, George S., Black Workers and the New Unions, College Park, Maryland: McGrath Publishing Co., 1969

Cornish, Dudley T., The Sable Arm, New York: W. W. Norton Company, Inc., 1956

DuBois, W. E. B., Black Reconstruction, New York: Harcourt, Brace, and Company, 1935

Durham, Phillip and Jones, Everett L., The Negro Cowboys, New York: Dodd, Mead and Company, 1965

Fishel, Leslie, Jr. and Quarles, Benjamin, The Negro American: A Documentary History, New York: William Morrow and Company, 1967

Franklin, John Hope, From Slavery to Freedom, New York: Alfred A. Knopf, Inc., 1967

Franklin, John Hope, The Emancipation Proclamation, New York: Doubleday and Company, Inc., 1963

Franklin, John Hope, Reconstruction After the Civil War, Chicago: The University of Chicago Press, 1961

Hughes, Langston and Meltzer, Milton, A Pictorial History of the Negro in America, Revised Edition, New York: Crown Publishers, Inc., 1968

Katz, William Loren, Eyewitness: The Negro in American History, New York: Pitman Publishing Corporation, 1967

Lyon, Hastings, The Constitution and the Men Who Made It, Boston: Houghton Mifflin Company, 1936

McCarthy, Agnes and Reddick, Lawrence, Worth Fighting For, New York: Zenith Books, 1965

McKown, Robin, The Congo: River of Mystery, New York: McGraw-Hill Book Company, 1968

McPerson, James M., The Negro's Civil War, Boston: Little, Brown and Company, 1953

Quarles, Benjamin, The Negro in the American Revolution, Chapel Hill, North Carolina: University of N.C. Press, 1961

Quarles, Benjamin, Lincoln and the Negro, New York: Oxford University Press, 1962

Quarles, Benjamin, The Negro in the Making of America, New York: Collier Books, 1968

Stampp, Kenneth M., The Peculiar Institution, New York: Random House, 1956

Still, William, The Underground Railroad, Philadelphia: Porter and Coates, 1872

Tannenbaum, Frank, Slave and Citizen: The Negro in the Americas, New York: Alfred A. Knopf, Inc., 1947

Weyl, Nathaniel, The Negro in American Civilization, Washington, D.C.: Public Affairs Press

Woodson, Carter G. and Wesley, Charles, The Negro in Our History, Washington, D.C.: Associated Publishers, Inc., 1962

AFRO-AMERICAN LITERATURE

General Objectives:

1. To explore the historical background of Afro-American literature in the United States

2. To develop an understanding of Afro-American literature and its relationship to American society

3. To understand the literary contribution of Afro-Americans to the American literary tradition

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

Barksdale, Richard K. and Kinnamon, Kenneth, Black Writers of American: A Comprehensive Anthology, New York: The MacMillan Company, 1972

Sources from Patterson, Linsay (ed.), An Introduction to Black American Literature, New York: Publishers, Inc., under the auspices of the Association for the Study of Negro Life and History, 1970

Suggested Course Topics:

I. Some Early Afro-American Writers

A. Olaudah Eqviano - The Interesting Narrative of the Life of Olaudah Eqviano, or Gustavas, the African

B. Phillis Wheatley (poetess)

1. On Being Brought from Africa to America

2. On the Death of the Rev. George Whitefield

3. A Hymn to the Morning

4. To His Excellency General Washington

C. Benjamin Banneker (mathematician)

1. A Mathematical Problem in Verse

2. Letters to Thomas Jefferson

D. Booker T. Washington

1. Speech at Atlanta Exposition

2. Speech at Harvard University

E. W. E. B. DuBois

1. Of the Coming of John

2. Of the Sorrow Songs

F. Paul Laurence Dunbar

1. Ere Sleep Comes Down to Soothe the Weary Eyes

2. Forever

3. Life

4. Lincoln

5. Dawn

6. Ships That Pass in the Night

G. Charles Chestnutt

1. The Wife of His Youth

II. Writers of the "Harlem Renaissance" Era (1920's - 1930's)

A. James Weldon Johnson

1. The Creation

2. Listen, Lord

3. O Black and Unknown Bards

B. Countee Cullen

1. Black Magdalens

2. To a Brown Boy

C. Margaret Walker

1. For My People

2. We Have Been Believer

3. For Malcolm X

D. Naomi Long Madgett

1. The Race Question

2. Tree of Heaven

E. Nick Aaron Ford

1. Cultural Integration Through Literature

2. Let the Church Roll On

3. One Way to Victory

III. Black Writers Who Alienated Themselves from the Establishment

A. Langston Hughes

1. The Negro Speaks of Rivers

2. Mother to Son

3. Daybreak in Alabama

4. Trouble with the Angles

5. Tragedy at Hampton

B. Claude McKay

1. America

2. Baptism

3. If We Must Die

4. After the Winter

C. Frank Marshall Davis

1. What Do You Want America?

2. Black Weariness

3. Hands of a Brown Woman

4. South State Street Profile

D. James Baldwin

1. The Discovery of What It Means to be an American

2. Gabriel's Prayer

E. Gwendolyn Brooks

1. A Song in the Front Yard

2. The Ballad of Chocolate Mabbie

3. The Lovers of the Poor

F. Martin Luther King, Jr.

1. Racism and White Backlash

IV. Writers Who Have Expressed Allegiance to the Revolutionary Movement

A. Ishmael Reed

1. When State Magicians Fail

2. I Am a Cowboy in the Boat of Ra

B. Dudley Randall

1. Primitives

2. The Melting Pot

3. Black Poet, White Critic

C. LeRoi Jones

1. Leroi Jones Talking

2. Preface to a Twenty Volume Suicide Note

D. Malcolm X

1. Chapter 19 from the Autobiography of Malcolm X

E. Eldridge Cleaver

1. On Becoming

2. The White Race and Its Heroes

F. Don L. Lee

1. Back Again, Home

2. Education

3. The Self-Hatred of Don L. Lee

4. The Primitive

BIBLIOGRAPHY

Baldwin, James, Another Country, New York: The Dial Press, 1962

Baldwin, James, Go Tell It on the Mountain, New York: Alfred A. Knopf, 1953

Baldwin, James, Nobody Knows My Name, New York: The Dial Press, 1961

Baldwin, James, Notes of a Native Son, Boston: Beacon Press, 1955

Baldwin, James, The Fire Next Time, New York: The Dial Press, 1963

Brown, Claude, Manchild in the Promised Land, New York: MacMillan Co., 1965

Chastain, Thomas, Judgement Day, New York: Doubleday & Co., 1962

Chestnut, William Waddel, The House Behind the Cedar, Boston: Houghton, Mifflin, & Co., 1960

Cleaver, Eldridge, Soul on Ice, New York: McGraw-Hill Book Co., 1968

Cullen, Countee, One Way to Heaven, New York: Harper & Brothers, 1932

Ellison, Ralph, The Invisible Man, New York: Random House, 1952

Hansberry, Lorraine, A Sign in Sidney Brusteen's Window, New York: Random House, 1965

Hansberry, Lorraine, Raisin in the Sun, New York: New American Library, Signet, 1959

Hines, Chester, If He Hollers, Let Him Go, New York: Doubleday, Doran, 1945

Hughes, Langston, Big Sea, New York: Alfred A. Knopf, 1934

Hughes, Langston, The Best of Simple, New York: Hill & Wang, 1961

Hughes, Langston, Five Plays, Bloomington, Indiana: University of Indiana Press, 1963

Johnson, James Weldon, The Autobiography of an Ex-Coloured Man, New York: Shuman, French, & Co., 1912; Repring: New York: Hill & Wang, 1960

Homes, LeRoi, Blues People: The Negro's Experience in White America and the Music That Developed From It, New York: William Morrow & Co., 1963

Killens, John Oliver, And Then We Heard the Thunder, New York: Alfred A. Knopf, 1963

Killens, John Oliver, Youngblood, New York: The Dial Press, 1954

McKay, Claude, Home From Harlem, New York: Harper & Brothers, 1932

Petry, Ann, The Street, Boston: Houghton, Mifflin Co., 1943

Loomer, Jean, Care, New York: Boni & Liveright, 1923

Wright, Richard, Native Son, New York: Harper & Brothers, 1940

AFRICAN AND AFRO-AMERICAN ARTS

General Objectives:

1. To explore the relationship between Afro-American art and African art

2. To explore and contrast the cultural backgrounds and lifestyles of various groups of African descent

3. To explore the function of Afro-American and African art in traditional and contemporary society

4. To explore and contrast artistic styles and to be able to identify them

5. To become familiar with traditional and contemporary creation techniques and media

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

Willett, Frank, African Art, New York: Praeger Publishing Co., 1971

Fine, Honig Elsa, The Afro-American Artist, New York: Holt, Rinehart, and Winston, 1973

Fax, C. Elton, Seventeen Black Artists, New York: Dodd, Mead, and Company

Newman, Thelma R., Contemporary African Arts and Crafts, New York: Crown Publishers, Inc., 1974

Suggested Course Topics:

I. Traditional African Art

A. Concept of Aesthetics in African Art in Comparison to Western Standards

1. Standards of Beauty

2. Standards of Style

3. Standards of Group and Individual Art

4. Standards of the African Aesthetic

B. Survey of the History of African Art

1. Development of a Chronology

a. 7,000 Years of African Rock Paintings and Engravings as a Source of Period Specification

b. The Oral Tradition

c. Stylistic Similarities and Differences Among Geographic Regions

d. West African Sculpture

(1) Terracotta

(2) Bronze

(3) Wood

(4) Ivory

e. The Mask

f. Architecture

g. Functional Art

(1) Utensils

(2) Architectural Enhancement

II. Contemporary African Arts and Crafts

A. Islamic Influence on West and East Africa

1. Movement from Representation of Living Creatures to Ornamental Design

2. Stylistic Assimilation

B. Effect of Christianity

1. Attempts at Undermining Indigenous African Religions and Sculptures

2. New Artistic Themes

3. Contemporary Cultural and Aesthetic Ecelecticism

C. Emergence of the Individual Artist

1. Absorption of African Artist into the World of Modern Art

2. Noted African Artists

D. Craft Areas--Historical Perspective

1. Textiles

a. Weaving

b. Ashanti Kente Cloth of Ghana

c. Yoraba Adire Cloth of Nigeria

d. Dahomey Applique

e. West African Plangi ("tie and dye")

f. Adinkra Cloth

2. Containers

a. Basketry--wickerwork

b. Calabashes (Gourds)--Methods of Decoration

3. Leatherwork

4. Clay Pottery

a. Methods of Forming

b. Decoration

III. Afro-American Art

A. A Definition

B. Who Is the Afro-American Artist?

C. Cultural Aesthetics

1. African vs. European Inspiration

2. Aesthetic Concepts

D. Role of the Black Artist in Society

1. Creative

2. Revolutionary

3. Educational

4. Political

5. Perpetuation of Cultural Values

E. From African Art to Slave Art

F. The Nineteenth Centruy Artisan--Painter--Folk Art

1. Metalwork

2. Basketry

3. Woodcarving

4. Ceramics

5. Painting

G. Twentieth Century Afro-American Art

1. The Eclectic French Artist--The Rediscovering of Painting and Sculptural Style

2. Harlem Renaissance--The Interrelationship of Art, Music, Literature, and Dance

3. The Harmon Foundation--Promotion of the Afro-American Theme

4. The Depression Years
5. The Concept of "Negro Art" in the 1940's
6. Art Appreciation and Art Education--The Efforts of Hale Woodruff
7. Effects of the European Art Movements
8. The Artist--Militant of the 1960's
9. Black Artists in the Mainstream of Modern Western Art

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Bearden, Ronare and Henderson, Harry, Six Black Masters of American Art, New York: Zenith Books, 1972

Doty, Robert, Contemporary Black Artists in America, New York: Dodd, Mead and Company, 1971

Fax, Elton C., Seventeen Black Artists, New York: Dodd, Mead and Company, 1971

Fine, Elsa Honig, The Afro-American Artist, A Search for Identity, New York: Holt, Rinehart, and Winston, Inc., 1973

Jefferson, Louise E., The Decorative Arts of Africa, New York: The Viking Press, 1973

Jones, LeRoi, Home, New York: William Morrow and Company, 1966

Jopling, Carol F. ed., Art and Aesthetics in Primitive Societies, New York: E. P. Dutton and Co., Inc., 1971

Leilhet, Hohanne, Dimensions of Black, Library of Congress, 1970

Lewis, Samella S. and Waddy, Ruth G., Black Artists on Art, Los Angeles: Contemporary Crafts Publication, 1969

Locke, Alain, The Negro and His Music and Negro Art: Past and Present, New York: Arno Press and the New York Times

Locke, Alain, The Negro in Art, New York: Hacker Art Books, 1968

Merriam, Alan P., "The Arts and Anthropology", in Tax, Sol, Horizons of Anthropology, Chicago: Aldine, 1964, pp. 224-36

Mount Marshall Ward, African Art, Bloomington, Indiana: Indiana University Press, 1973

Neal, Larry, "The Black Arts Movement", Black Theatre, New York: New York University, 1968

Newman, Thelma R., Contemporary African Arts and Crafts, New York: Crown Publishers, Inc., 1974

Thompson, R.F., African Art in Motion, Los Angeles: University of California Press, 1974

Trowell, M. and Nevermann, H., African and Oceanic Art, New York: Harry N. Abrams, Inc

Ulli, Beier, Contemporary Art in Africa, New York: Praeger, 1968

Wassing, Rene S., African Art, New York: Harry N. Abrams Publication, 1969

AFRO-AMERICAN MUSIC

General Objectives:

1. To explore the unity between Afro-American and African music
2. To explore and contrast the background of Afro-American music in comparison to African Music
3. To explore the function of Afro-American music in society
4. To explore leading Afro-American personalities who have made major contributions to Afro-American music in the United States and the world

Behavioral Objectives:

1. To develop in students a positive attitude towards learning
2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom
3. To develop in students a willingness to take an active role in classroom discussions
4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work
5. To develop in students the ability to answer questions in an organized fashion
6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources

Allen, William F., Slave Songs of the United States, New York: Oak Publishing, 1965

Bebey, Francis, African Music-A Peoples Art, New York: Lawrence Hill and Co. Publishers, Inc., 1975

Jones, LeRoi, Black Music, New York: William Morrow, 1963

Locke, Alain L., The Negro and His Music, Detroit: Broadside Press, 1972

Suggested Course Topics:

I. The African Musician

- A. The Therapeutic Role of African Musicians
- B. The Communal Role of African Musicians
- C. The Educational Role of African Musicians
- D. The Social Role of African Musicians

II. The Musical Instruments

- A. Stringed Instruments
- B. Wind and Air Instruments
- C. Keyboard Instruments
- D. Lithophones
- E. Drums
- F. The African Voice

III. African Music

- A. The Origin of Music in Africa
- B. The Importance of Language to Music
- C. West African Music
  - 1. Ashanti
  - 2. Yoruba

IV. Afro-American Music in Colonial America

A. Sources of Information for Afro-American Music in Colonial America

B. The Development of Musical Skills Among Afro-Americans

C. Slave Festivals and the African Tradition

D. Social Songs

E. Recreational Music of Afro-Americans

V. The State of Afro-American Music at the Turn of the Century

A. The Nationalistic Movement in the United States

B. Black Nationalistic Composers:

1. Harry Burleigh

2. Clarence White

3. R. Nathaniel Wright

4. John Wesley Work, Sr.

5. Will Marion

6. Robert Cole

7. J. Raymond Johnson

C. Afro-American Music and the Concert World

D. Early Afro-American Nationalist Movement on Broadway

VI. Afro-American Spirituals

A. The Origins of Spirituals in America

B. Nationalism and Spirituals

C. Folksong Types

D. The Afro-American Church as a Source of Spirituals

VII. Contemporary Stages of Afro-American Music

A. Ragtime

B. Blues

C. Jazz

D. Soul

E. Bebop

F. Avantgarde

VIII. Significant Personalities of the Afro-American Musical Scene in Recent Times:

A. Thomas Million Turpin

B. Eubie Blake

C. Ma Rainey

D. William Christopher Handy

E. Bessie Smith

F. Blind Lemon Jefferson

G. Hubbie Ledbetter

H. Jelly Roll Morton

I. Fletcher Henderson

J. Count Basie, William

K. Duke Ellington

L. Lester Young

M. Dizzy Gillespie

N. Nina Simone

O. Billie Holiday

P. Roland Kirk

Q. Charlie Parker

R. John Coltrane

S. Archie Shepp

IX. An Evaluation of Contemporary Afro-American Music and Musicians

A. The Exploitation of Afro-American Musicians

B. The Isolation of Positive Afro-American Musicians

C. Contemporary Afro-American Nationalism and Afro-American Music

D. The Future of Afro-American Music

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Chilwunbo, Alifeyo, "Malawis Lively Art Form," African Report, October, 1970

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Ducas, George, ed., Great Documents in Black American History, New York: Praeger, 1970

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McCarthy, Albert, et al., Jazz on Record: A Critical Guide to the First Fifty Years: 1917-1967, London: Hanover Books, Ltd., 1969

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Sidran, Ben, Black Talk, New York: Holt, Rinehart, and Winston, 1971

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Vlanor, Barry, A History of Jazz in America, New York: DeCapo Press, 1971

Whiltee, Norman E. Jr., and Szwed, John F., eds., Afro-American Anthropology, New York: The Free Press, 1970

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Work, John W., American Negro Songs and Spirituals, New York: Bonanza Books, 1940

THE SOCIOLOGY OF AFRO-AMERICAN LIFE

General Objectives:

1. To explore and study the social organization of the Black community

2. To explore and study the means of socialization in the Black community

3. To understand the meaning and significance of pertinent social problems in the Black community

4. To analyze the structure and operation of the Black family

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussion which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

Thompson, C. Daniel, Sociology of the Black Experience, Westport, Connecticut, London: Greenwood Press, 1974

Fraizer, Franklin E., The Negro Family, Chicago: University of Chicago Press, 1939

Fraizer, Franklin E., Black Bourgeoise, New York: Collier Books, 1962

Suggested Course Topics:

I. Social Organization: The Afro-American Community

A. Street Gangs

B. Urban League

C. N.A.A.C.P.

D. Nation of Islam

E. The Panthers

II. Social Structure: The Afro-American Family

A. Marital Instability and Remarriage

B. The Effects of Broken Homes on Children

C. The Effects of Family Size

D. Mothers without Husbands

E. Paternal Power

F. The Afro-American's Relationship to the Community

III. Significant Issues of Afro-American Family Life

A. Welfare

B. The Question of Illegitimate Children

C. Health Care

D. Employment and Housing

IV. The Black Church

- A. Historical Perspectives
- B. Its Function
- C. The Church and the Community
- D. Youth and the Church
- E. The Church as an Agency of Social Control

V. The Operation of Family Roles

- A. The Role of the Father
- B. The Role of the Mother
- C. The Role of the Children

VI. Social Class in the Afro-American Community

- A. The Pros and Cons of Social Class in the Afro-American Community
- B. Social Classes and Values in the Afro-American Community
- C. Implications of Various Social Classes for the Development of Afro-American Life
- D. The "Black Bourgeoise"

VII. Social Conflict in the Black Community

- A. Juvenile Delinquency
- B. Fratricidal Behavior
- C. Criminal Behavior
- D. Interorganizational Conflict in the Afro-American Community

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Grinshaw, Allen D., Racial Violence in the U.S., Chicago: Aldine Publishing Co., 1969

Guterman, Stanley S., Black Psyche, Berkeley, California: Glendesary Press, 1972

Halpern, Florence, Survival: Black: White, New York: Perganon Press, 1973

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Jacobs, J. B., "Street Gangs Behind Bars", Social Problems, 21:395-409, 1974

Ladner, Joyce A., ed., The Death of White Sociology, New York: Random House, 1973

Ladner, Joyce A., Tomorrow's Tomorrow, Garden City, New York: Doubleday and Co., Inc., 1971

Lyman, Stanford M., The Black American in Sociological Thought, New York: G. P. Putnam's Sons, 1972

Marx, Gary T., Racial Conflict, Boston: Little, Brown, and Co., 1971

McCord, William, et. al., Life Styles in the Black Ghetto, New York: W.W. Norton and Co., 1969

Moore, William Jr., The Vertical Ghetto, New York: Random House, 1969

Pettigrew, Thomas F., Racially Separate or Together, New York: McGraw-Hill Book Co., 1971

Pugh, Roderick W., Psychology and the Black Experience, Monterey, California: Brooks/Cole Publishing Co., 1972

Ross, Jack C. and Wheeler, Raymond H., Black Belonging, Westport, Connecticut: Greenwood Publishing Corp., 1971

Scanzoni, John H., The Black Family in Modern Society, Boston: Allyn and Bacon, Inc., 1971

Spilderman, S., "The Causes of Racial Disturbances: Tests of an Explanation", American Sociological Review, 36:427-42, 1971

Wooften, R. J. Jr., Negro Problems in Cities, College Park, Maryland: McGrath Publishing Co., 1969

BLACK POLITICAL THOUGHT IN THE UNITED STATES

General Objectives:

1. To provide students with an historical perspective on Blacks in politics as a foundation for further study on more current issues

2. To develop an appreciation in the student of the struggle Afro-Americans have experienced in being recognized as a race capable of leadership and decision-making within the Black community and on a national scope

3. To provide the student with pertinent sources of reference and other materials for further study

4. To create in the students an awareness of notable Afro-Americans and Afro-American organizations in politics and their accomplishments

5. To instill in the students a knowledge of current affairs in Black politics, the effect of these affairs on their communities and on themselves, and a desire to become personally involved in their communities

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

Walton, Hanes Jr., Black Politics, Philadelphia: J. B. Lippincott Co., 1972

Walton, Hanes Jr., Study and Analysis of Black Politics, New Jersey: Scarecrow Press, Inc., 1973

Suggested Course Topics:

I. Black Politics: A Theoretical Approach
   - A. Historical Studies of Black Voting Patterns
   - B. An Analysis of Black Politics

II. Blacks and the American Political System
   - A. Politics in Colonial America
   - B. Politics in the Abolitionist Era
   - C. Blacks and Federalism

III. The Black Electorate
   - A. The Era of Black Disenfranchisement
   - B. Black Registration Efforts and Opposition to It
   - C. Black Political Leadership
   - D. Black Registration in the North
   - E. Black Voting in the South

IV. Blacks and Relations with Political Machines
   - A. Evaluation of the Black Machine
   - B. The Byrd Machine in Virginia

C. The Chicago Machine

D. Adam Clayton Powell

V. Impact of Black Voting

A. Impact on State and Local Elections in the North

B. Impact on State and Local Elections in the South

C. Impact on School Desegregation in the North and South

D. Impact on Congressional and Presidential Elections

VI. Blacks and Political Parties

A. History of Blacks and Political Parties

B. Blacks and Republicanism

C. Blacks and the Democrats

D. Blacks and Third Parties

E. Black County and State Parties

VII. Black Pressure Groups

A. History of Black Pressure Groups

B. Early Black Pressure Activity

C. The Politics of the NAACP

D. The National Urban League

E. Congress of Racial Equality (CORE)

F. The Southern Christian Leadership Conference (SCLC)

G. The Student Non-Violent Coordinating Committee (SNCC)

H. The Nation of Islam

I. Black Panther Party

VIII. Blacks and the Federal Government

A. Blacks and Presidential Politics

B. Blacks and Congressional Politics

C. Blacks in Congress

D. The Role of the Supreme Court in Black Politics

IX. Black Political Figures and Their Positions

A. Booker T. Washington

B. W. E. B. DuBois

C. Malcolm X

D. Martin Luther King, Jr.

X. Analysis of Competing Black Political Ideologies

A. Separatism

B. Nationalism

C. Integrationism

D. Communism

E. Pan-Africanism

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Bullock, Charles S. III, and Rodgers, Harrell R. Jr., eds., Black Political Attitudes, Chicago, Markham Publishing Co., 1972

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Dymally, Merwyn M., ed., The Black Politician--His Struggle for Power, Belmont, California: Duxbury Press, 1971

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Greenberg, Edward S.; Milner, Neal; Olson, David J., Black Politics, Chicago: Holt, Rinehart, and Winston, Inc., 1971

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Henderson, Lenneal J. Jr., ed., Black Political Life in the United States, San Francisco: Chandler Publishing Co., 1972

Holder, Matthew, Jr., The Divisible Republic, New York, London: Abelhard-Schuma, 1973

Honea, Walter Jr., Black Political Parties, New York: The Free Press, 1971

Jones, Mack, "A Framework for the Study of Black Politics", paper read at the Southern Political Science Convention, Miami, Novermber 6-8, 1969

Panetta, Leon E. and Gale, Peter, Bring Us Together: The Nixon Fear and the Civil Rights Retreat, Philadelphia, New York: J. P. Lippincott Co., 1971

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Peeks, Edward, The Long Struggle for Black Power, New York: Charles Scribner's Sons, 1971

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Verba, Sidney, Ahmed, Bashirudden, and Bhatt Anil Custe, Race and Politics, Beverly Hills, London: Sage Publications, 1971

Walton, Hanes Jr., Black Politcs, Philadelphia, New York, Chicago: J. B. Lippincott Co., 1972

Walton, Hanes Jr., The Political Philosophy of Martin Luther King, Jr., Westport, Connecticut: Greenwood Publishing Co., 1971

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Wright, Nathan Jr., ed., What Black Politicians Are Saying, New York: Hawthorn Books, Inc., 1972

Yette, Samuel L., The Choice, New York: G. P. Putnam's Sons, 1971

Young, Whitney, Beyond Racism, New York: McGraw-Hill Book Co., 1969

"The Black Mayors", Ebony, 25 (February, 1970):76-84

THE ECONOMICS OF BLACK AMERICA

General Objectives:

1. To explore the economic-political circumstance of Black people in the United States

2. To develop an understanding of the economic plight, aspirations and realizations of Black people in America, and to reveal the political implications of racism within the economic system

3. To study and assess historical and contemporary socio-economic strategies employed in the struggle for economic equality

4. To introduce and teach realistic business and economic fields of opportunity that will lead to greater self-sufficiency

Behavioral Objectives:

1. To develop in students a positive attitude towards learning

2. To develop in students a willingness to read and study materials with careful scrutiny and prepare for any questions which may result in the classroom

3. To develop in students a willingness to take an active role in classroom discussions

4. To develop in students the ability to gather information from classroom discussions which will aid in analyzing materials relevant to the class work

5. To develop in students the ability to answer questions in an organized fashion

6. To develop in students a sophisticated pattern of reflective thinking

Suggested Texts and Resources:

Davis, Frank G., The Economics of Black Community Development, Markham, Illinois: Markham Publishing Co., 1975

Doctors, Samuel I., Whatever Happened to Minority Economic Development?, Hinsdale, Illinois: The Dryden Press, 1974

Frazier, E. Franklin, Black Bourgeoise, New York: Collier Books, 1968

Hampton, David and Epstein, Edwin, eds., Black Americans and White Business, Encino, California: Dickenson Publishing Co., Inc., 1971

Jacobson, Julius, ed., The Negro and the American Labor Movement, New York: American Management Association, 1969

Ofari, Earl, The Myth of Black Capitalism, New York: Monthly Review, 1970

Puryear and West, Black Enterprise Inc., Garden City, New York: Anchor Press/Doubleday, 1973

Suggested Course Topics:

I. Black Americans and White Business

   A. White Business Owners in the Rural Black Community

   B. White Business Owners in the Inner-City

   C. The Involvement of Blacks in Major Corporations

   D. Social Commitment of Major Corporations

II. Economic Establishments and the Black Community

   A. Black Economic Development

   B. Myths about Black Economics

   C. Crime and Black Business

III. Black Economics and National Politics

   A. U.S. Government and Minority Business Assistance Programs

B. The Small Business Administration and Black Economics

C. Black Economic Institutions and Government Regulations

IV. The Black Consumer

A. Black Consumer Buying Habits at Various Income Levels

B. Black Life Styles

C. Why the Poor Pay More

D. Consumer Credit and the Black Community

V. Black Economic Institutions

A. Historical Review of Black Businesses

B. Traditional Black Businesses

C. Black Insurance Companies

D. Black Banks

E. Black Manufacturers

F. Franchising and the Black Businessman

G. New Black Business Ventures

VI. The Social Utility of the Black Enterprise

A. The Benefits

B. Employment

C. Separatism

D. Community Development

E. The Benefits of Neighborhood Control

VII. Compensatory Capitalism

A. Beyond "Equal Opportunity"

B. Dimensions of Compensatory Programs

C. Entrepreneur Training

D. Industry and Trade Associations

VIII. Black Managers

A. Attitudes of the Buying Public

B. Managerial Skills

C. Black Owned Businesses

D. Training

E. The Black Executive

F. The Future Black Manager

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Bailey, Ronald W., ed., Black Business Enterprise, New York: Basic Books, Inc., 1971

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Haddad, William F. and Pugh, G. Douglas, eds., Black Economic Development, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969

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Henderson, William T. and Ledebur, Larry C., Economic Disparity, New York: The Free Press, 1970

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Labb, William K., The Political Economy of the Black Ghetto, New York: W. W. Norton and Co., 1970

Lee, Roy F., The Setting for Black Business Development, New York: New York State School of Industrial and Labor Relations, 1973

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Odiorne, George S., Green Power: The Corporation and the Urban Crisis, New York: Putnam Publishing Corp., 1969

Perlo, Victor, Economics of Racism U.S.A., New York: International Publishers, 1975

Rose, Harold M., The Black Ghetto, New York: McGraw-Hill Book Co., 1971

Vattee, Harold G. and Palu, Thomas, The Economics of Black America, New York: Harcourt, Brace, Jovanovich, Inc., 1972